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ABSTRACT

How Chinese students and their teachers see the context and content of their learning is explored in the essays in this collection. Seeing these students in their own cultural backgrounds helps in the exploration of Western educational theory and practice as well. The contributions are: (1) "Learning Theories and Approaches to Research: A Cross-Cultural Perspective" (David Watkins); (2) "The Cultural Context for Chinese Learners: Conceptions of Learning in the Confucian Tradition" (Lee Wing On); (3) "Western Misperceptions of the Confucian-Heritage Learning Cultures (John Biggs); (4) "Memorizing and Understanding: The Keys to the Paradox?" (FERENCE Marton, Gloria Dall'Alba, and Tse Lai Kun); (5) "Accepting Personal Responsibility for Learning" (Farideh Salili); (6) "Hong Kong Secondary School Learners: A Developmental Perspective" (David Watkins); (7) "Coping with Second Language Texts: The Development of Lexically-Based Reading Strategies" (Robert Keith Johnson and Agnes Yau So Ngor); (8) "Studying in a Second Language: The Experiences of Chinese Students in Canada" (John R. Kirby, Rosamund A. Woodhouse, and Yamin Ma); (9) "How Hong Kong Students Cope with Assessment" (Catherine Tang and John Biggs); (10) "Collaborative Learning: The Latent Dimension in Chinese Students' Learning" (Catherine Tang); (11) "Chinese Students at an Australian University: Adaptability and Continuity" (Simone Volet and Peter Renshaw); (12) "Peer Tutoring and Learning Outcomes" (Sam Winter); and (13) "Improving Student Learning through Action Research into Teaching" (Lyn Gow, David Kember, and Jan McKay). Each chapter contains references. (SLD)